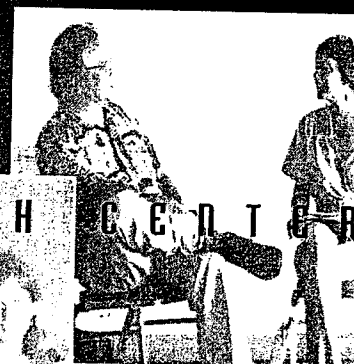


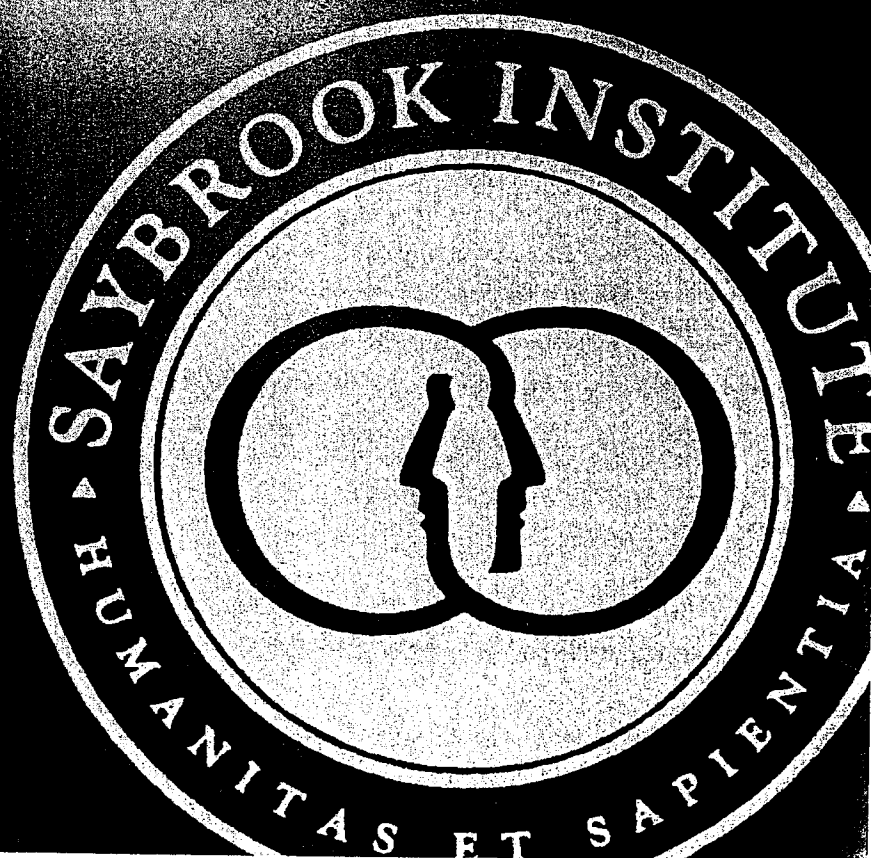
EXHIBIT 4

to Plaintiff's
Opposition

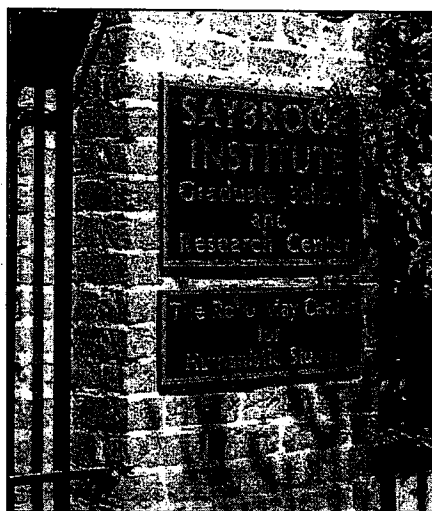


1996-1998

.....
c a t a l o g



Our Mission



The mission of Saybrook Institute is to provide a unique and creative environment for graduate study, research, and communication in humanistic psychology and human science, focused on understanding and enhancing the human experience. Applying the highest standards of scholarship, the Institute is dedicated to fostering the full expression of the

human spirit and humanistic values in society.

To accomplish this mission, Saybrook Institute offers an innovative, individualized, and rigorous distance learning opportunity. It also encourages ongoing research to develop more valid and effective methodologies for building a meaningful body of knowledge about human experience.

SAYBROOK

I N S T I T U T E

450 Pacific

San Francisco, CA 94133

Phone: (415) 433-9200

Toll-free Phone: (800) 825-4480

Fax: (415) 433-9271

e-mail: saybrook@igc.org

web site: <http://www.saybrook.org>

Saybrook Institute is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Saybrook Institute does not discriminate on the basis of race, color, gender, sexual orientation, or national or ethnic origin in administration of its educational policies, admissions policies, scholarships, and other school-administered programs.

S A Y B R O O K G R A D U A T E S C H O O L

Table of Contents

INTRODUCING SAYBROOK

History	2
Educational Mission	3
The Traditions of Saybrook	3
Humanistic Psychology	3
Human Science	4
Saybrook's Perspective	4
Educational Philosophy	5
Distance Learning	5
Research	5
Licensure	6
Ways of Learning at Saybrook	6
Internships	7
Saybrook Students	7

POLICIES and SERVICES

Admissions	9
Readmission	9
Advanced Standing/Transfer Credit	10
General Policies	10
Satisfactory Academic Progress	10
Temporary Incompletes in Courses	10
Maintaining Minimal Progress in the Program	11
Establishing Upper Limits for the Anticipated Graduation Date	11
Academic Reviews	11
Financial Holds	12
Student Status	12
Active	12
Approved Leave of Absence	12
Medical Leave of Absence	12
Withdrawal	12

Voluntary Withdrawal in Good Standing	12
Administrative Withdrawal Not in Good Standing	13
Challenge Exams	13
Challenging a Course for Credit	13
Waiving a Requirement by Challenge	13
Grading Policy/Course Offerings	13
Academic Honesty	13
Student Conduct	14
Grievances	14
Library Access	14
Transcripts and Student Records	14

Student Affairs

Student Support Services

Library and Information Services	15
Learning Materials	15
Academic Counseling	15
Saybrook Electronic Network	15
Saybrook on the World Wide Web	15
Disabled Students	15
The BULLETIN	15
The FORUM	16
Internships and Mentorships	16
Alumni Association	16

Financial Information

Tuition	16
Degree Program	16
Non-Matriculated Program	16
Fees	17
Wire Fees	17
Late Fees	17
Returned Check Fee	17
Residential Orientation Conference Fee	17
Residential Conference Fees	17
Graduation Fee	17
Refund Policy	17
Other Costs	18

Financial Assistance

Scholarships	18
The Charles and Carter Thuss Memorial Essay Award	18
The Don H. Parker Scholarship	19
The Harvey Sacks Memorial Scholarship	19

Licensure

Saybrook Institute's psychology degree program seeks to prepare its graduates as scholars and researchers in the broad domain of human experience. This is our primary emphasis. Saybrook is an alternative educational institute and does not seek APA approval because it does not offer a clinical training program. However, this does not mean that its graduates cannot be licensed, or that courses required by the APA are not offered. Many of the Institute's students wish to offer services as licensed or certified professional psychologists to the public for a fee. Because regulations differ from state to state, students who wish to become psychological practitioners are advised to contact the licensing board in the state in which they plan to practice to obtain the detailed requirements. Students are also encouraged to inquire about any training supplemental to Saybrook Institute curriculum which may be required for a particular license.

For example, California requires a doctoral degree in psychology, or related field, from a regionally accredited or state-approved institution and 3000 hours of supervised internship, of which at least 1500 must be post-doctoral. Applicants must then pass both a written exam and an oral exam. Some states require either one year of continuous residence at the institution awarding the degree or an equivalent number of contact hours with professors and peers. Thus, it is important that students plan ahead to document all requisite coursework and contact hours they generate with faculty and peers, as well as time spent with faculty and other students at conferences, workshops, and seminars. The Institute has a "Summary of Contact Hours" form, developed to aid in this documentation process.

Saybrook is committed to assisting those students who plan to seek licensure in the state of their choice. To this end, the Institute is a member of the national Consortium of Diversified Psychology Programs (CDPP), which is active in state-by-state efforts to monitor and influence existing and changing regulations which permit graduates from alternative programs to sit for licensure. Other members of the Consortium include:

California Institute of Integral Studies
Center for Humanistic Studies
Duquesne University
Focusing Institute
John F. Kennedy University
Seattle University
Sonoma State University
The Union Institute
University of Chicago
University of Dallas
Walden University
West Georgia College
Association for Humanistic Psychology
National Association for Humanistic Education

The National Psychology Advisory Association is a related organization comprised of dues-paying members who are students or graduates of alternative programs. This group is also actively involved in the monitoring and lobbying process.

Ways of Learning at Saybrook

The Saybrook faculty facilitates active integration of a wider range of experiences and ways of learning for students than is typical for graduate institutions. While continuing to place a high value on critical and scholarly thinking, reading, and writing, the faculty also encourages other modes of individual and group learning and development, such as those related to field work, social action, contemplative and body practices, psychotherapy, and the arts.

Central to this effort of integrating theory and practice are the individual and the collective processes of self-awareness, self-reflection, and public discourse conducted in the context of academic graduate education, and the continuing exploration of the relationship between knowledge and action.